

TIME FOR BED ACTIVITIES



READ AND LISTEN

First Read

1. Read the title (point) "The name of this book is "Time for Bed."
2. **ASK**, What do you think this book is about? HINT: What does it look like the animals are doing? (This book is about animals going to sleep.)
3. **READ** the story without stopping unless child initiates (Use the **PEER** strategy if child initiates talk during the read)
 - *Listen while I read. (Read the story.)*
4. **ASK**, Let's talk about the story. What were some of the animals in the story? What were the animals in the story doing? (The animals were all going to sleep.)

Purpose:

- *Listen, enjoy, and understand stories*
- *Point to the title, words, and pictures in the book*

READ AND TALK BOOK READING PROMPTS

(REREAD)

Pages	Prompt (Questions to Ask)	Vocabulary (Words to use)
1-2 (mouse)	Where is the mouse's house? (in the tree)	
	What time of day is it? How do you know? (It is nighttime. I know because it is dark.)	dark(ness)
3-4 (goose)	What time of day is it? How do you know? (It is nighttime. I know because the stars are out.)	
5-6 (cat)	What are the cat and kitten doing? (The cat and kitten are cleaning themselves. They are snuggling.) Are we snuggling right now?	snuggle
7-8 (cow)	What made you laugh today? (answers vary)	
9-10 (horse)	Whisper in my ear a secret. (answers vary, could be anything that happened to your child that day)	whisper secret
11-12 (fish)	Do fish really hold their breath? (No. Fish breathe under water.)	breath breathe
13-14 (sheep)	Why do people and animals sleep at night? (It's easier to sleep when it is dark. It's easier to work and play when it is light outside.)	
15-16 (bird)	Where is the bird's nest? How do you know? (The nest is in the tree. I know because I can see the branches.)	
17-18 (bee)	What sound does a bee make? (Bees making a buzzing sound. BZZZZ)	
19-20 (snake)	Sometimes it is hard to fall asleep. What keeps you awake?	Asleep Awake
21-22 (dog)	What do you call a baby dog? (A baby dog is called a puppy or a pup.)	Pup/puppy
23-24 (deer)	What does the baby deer (fawn) have that the mom does not? (The baby deer has spots.)	fawn
25-27 (child)	What helps you fall asleep at night? (answers vary – Listening to a story helps me fall asleep.)	Stars shining

TALK ABOUT IT

Story Summary:

Day is done. Darkness is falling everywhere, and little ones are getting sleepy. The baby animals are put to sleep in their natural sleeping environments. Finally, the small child is put to sleep..."Sweet dreams, my darling, sleep well...Good Night!"

Purpose:

- Talk about the meaning of the story and related topics
- Using Vocabulary from the story
- Show understanding of the story and words from the story

Talk and Do!

Part I:

After reading aloud, Time for Bed by Mem Fox, ask your child some questions about the book:

- Little calf's mom asked what made little calf laugh. What made you laugh today?
- What animal in the story did you like the best?
- Would you like to sleep where the animals in the story sleep?

Reading the book again and again

1. Read the title (point)
2. Read the book, stopping to talk (PEER) after at least some pages (you may choose the provided prompts on the "book" card or make up your own questions/prompts)
3. "after you read" comment/question

Part II:

After discussing the story, ask your child to match the animals in the story to the place each of the animals sleep in the story. This can be done using the magnets on the baking sheet or other magnetic surfaces in your home.

MATERIALS:

- TIME FOR BED BOOK
- BAKING SHEET
- MAGNETIC PIECES

Purpose:

- Talk while completing the activity
- Show understanding of story and words in the story

TIP!

This activity can be completed alone or during story reading

Story Procedure:

This activity is used during a reread of the story.

While reading the story again, stop after words in the text that contain rhyming words.

Provide support if your child has difficulty recognizing the rhyming words. See the “supports page for I-We-You strategy.

Activity Procedure:

Using the word and picture cards, you and your child will match cards that rhyme. Each word card from the story has another word that rhymes.

Use the following steps to complete the activity with your child:

- Tell your child that rhyming words are words that sound the same at the end. Give the example rat and cat. Practice this skill using easy words such as duck/luck and hat/sat.
- Next, use the picture and word cards to make pairs of rhyming words with your child.
- If your child matches words that do not rhyme, talk about why the words do not rhyme and repeat the cards again.
- As your child becomes skilled with the provided words, use new words to make rhyming pairs.

Purpose:

- Practice recognizing and repeating words that rhyme

THUMBS UP!

Let's listen for words that rhyme! I'll tell you two words. Remember, if they rhyme, give me a thumbs-up. If they don't rhyme, don't do anything. Let's find some rhymes!

Row (pause) Grow (Child gives a thumbs up.)

Crow (pause) Know (Child gives a thumbs up.)

Toe (pause) Tote. (Child should do nothing.)

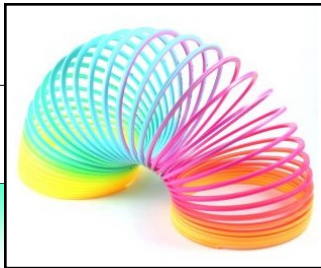
Ray (pause) May (Child gives a thumbs up.)

Take (pause) Tame. (Child should do nothing)

Continue with words of your choice

Tips:

- Encourage child to repeat rhyming words
- Encourage child to repeat the lines in the book while either you or your child point to each word
- Reread pages emphasizing words by saying the words that rhyme slightly louder than the other words
- Help immediately as needed...use the I, We, You approach for support



SLINKY STRETCH!

This activity is used for sounding out words. Model how to say a word slowly while stretching out the slinky sound by sound.

General Directions:

1. Say the word and make the distinction between each sound in the word. Example: /dddddd-/ooooo-/ggggg/
2. Then bring the slinky back together and say the word quickly. Example: /dog/
3. Now, the child will use the slinky to practice "stretching" out the words you have modeled
4. Model each word for the child before asking him to repeat.
5. This is a fun, hands-on activity that your child will enjoy!

Procedure with Supports

I: Listen as I stretch the parts. /mmm/ -ouse (stretching the slinky). Now I'll put it together. MOUSE. (put slinky back together.)

We: Now let's do it together. (repeat "I" and have child say it along with you.)

You: Your turn. Listen as I stretch the parts, /mmm/ -ouse. Put it together. (Child says MOUSE.)

Purpose:

- Practice saying parts of words and putting them together

GUESS WHAT WORD I'M SAYING...

Using Time for Bed:

- Starting at the beginning of the story, point to the pictures on each page
- Ask your child to tell the name of the animal shown
- Next, tell the child the parts of the word as follows:
- Say, "/mmm/ -ouse What word?"
___ "Yes, MOUSE"
- Continue through story
- Use PEER strategy as needed

Picture	Onset (beginning)	Rime (end; vowel and
mouse	/mmm/	-ouse
fish	/fff/	-ish
sheep	/shshsh/	-eep
foal	/fff/	-oal
bee	/b/	-ee
cat	/k/	-at
calf	/k/	-alf
pup	/p/	-up
bird	/b/	-ird
bee	/b/	-ee
goose	/g/	-oose
snake	/sn/	-ake

**THIS ACTIVITY CAN BE DONE
USING THE SLINKY!**

GUESS WHAT WORD I'M SAYING...(VERSION 2)

- Show the book Time for Bed or Down by the Bay
- Say: We are going to say some of the words from the story in a funny way. I will say a word in a funny way, and you say the word back to me the correct way.
- You might say, If I say /h/ - (pause) -ome, you would guess **home**. If I say /b/- (pause) -ird, you would guess **bird**.
- Use the vocabulary words listed below to continue this activity
- Provide support immediately as needed!

Down by the Bay Vocabulary

grow	go
bay	say
goose	moose
fly	tie
bear	hair

Time for Bed Vocabulary

time	pup
bird	sun
word	deer
bee	high
sleep	night
me	mouse

Alphabet Song Game

Materials:

Magnetic Alphabet board
Magnetic letters (Upper Case)
Baking Sheet

Purpose:

*Practice Matching letters and
saying their names*

Process:



Adult: We are going to play the Alphabet Song Game. Let's sing the alphabet song together. Watch as I point to each letter on my alphabet board while we sing. (Point to each letter on the board as you sing with students.)



Adult : Now we're going to work on the Alphabet Song Game. Place your uppercase letters on the puzzle board in order. Practice saying the names as you work.



Child: (Place the letters on the alphabet board, as they say the letter names aloud.)



Adult : Now let's sing the alphabet song. Point to each letter as you sing its name.



Child: (Sing the alphabet song as they point to each letter.)

Closing:

Congratulate your child and say: "When you know the alphabet, you know all the letters you will use to read and write!"

Corrective Feedback and Scaffolding:

Correct errors as soon as they occur.

Encourage your child to sing the song if they are unsure of what letter is next.

Provide support for your child as needed. For example, for Step 3 you might point to the child's Alphabet Board and say the letter names with them.

BEGINNING SOUND FUN

Using Time for Bed:

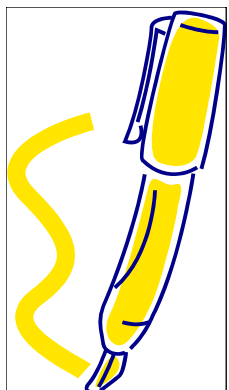
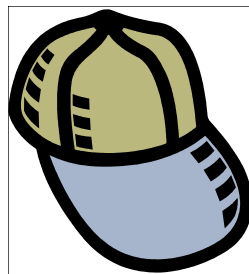
- Starting at the beginning of the story, point to the pictures on each page
- Ask your child to tell the name of the animal shown
- Ask your child what sound each name begins with-support as necessary
- Say, for example, "bee starts with /b/. What does bee start with?" "Yes, bee starts with /b/."
- Continue through the story

Picture	First Sound (pronunciation)
bee	/b/
bird	/b/
calf	/c/ or /k/
cat	/c/ or /k/
deer	/d/
fish	/fff/
foal	/fff/
goose	/g/
mouse	/mmm/
pup	/p/
sheep	/shshsh/
snake	/sss/ (this one is harder!)

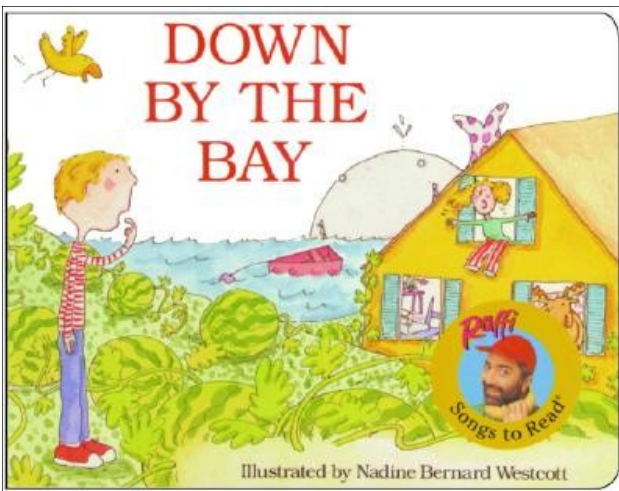
Sound Match

- Hold up a book.
- Say: *I want you to listen carefully for the first sound in book.* Say the word *book* again, emphasizing the initial sound.
- Say: *The first sound in book is /b/. Ask: What is the first sound in book? (/b/)*
- Say: *That's right. The first sound in book is /b/*
- Say: *Now we are going to listen for words that have the same first sound as book.* Display a picture of a hat, a marker, and a ball.
- Say: *Listen carefully as I tell you the object whose name has the same first sound as book.* Hold up the picture of the hat. Say: *This is a hat. The first sound in hat is /h/.* Ask: *What is the first sound in hat? (/h/)*
- Say: *Listen carefully: hat /h/, book /b/. Hat and book do not have the same first sound.* Ask: *Does hat and book have the same first sound? (no)* Repeat the same procedure with the marker.
- Then, hold up the picture of the ball. Say: *this is a ball. The first sound in ball is /b/.* Ask: *What is the first sound in ball? (/b/)*
- Say: *Listen carefully: ball /b/, book /b/. Ball and book have the same first sound.* Ask: *Do ball and book have the same first sound? (yes)*
- Point to all three picture cards. Ask: *Which one of these object names has the same first sound as book: hat, marker, or ball? (ball)*
- Hold up the picture of the ball and say: *That's right. Book and ball have the same first sound, /b/.*
- Play this game with other words and objects in your home.
- Remember to provide help immediately (I, WE, YOU)
 - I: Listen. Fish begins with /fff/.*
 - WE: Say it with me, Fish begins with /fff/.*
 - YOU: Your turn. (Child says, "Fish begins with /fff/.")*

See attached picture cards for this activity!



Cut picture cards
out to use with
“Sound Match”
Activity



Down by the Bay Rhyming Words

grow/go
bay/say
goose/moose
whale/tail
fly/tie
bear/hair
llamas/pajamas

RHYMING ACTIVITIES

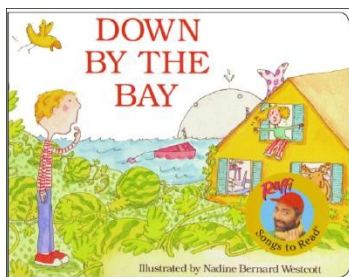
After reading (or singing!) *Down by the Bay* with your child, use the rhyming word and picture cards to make pairs of rhyming words.

These cards can be used throughout your day during short periods of time.

Rhyming word and picture cards can also be used to play a game of Memory!

TIP!

Cards travel well! Take along when you know you'll have to wait with your child at the doctor's office or other appointments!



CONSTRUCT-A-WORD

Use a Slinky to stretch out the words from Down by the Bay

Word	Onset (beginning)	Rime (end; vowel and after)
say	/sss/	-ay
my	/mmm/	-y
go	/g/	-o
tie	/t/	-ie
bay	/b/	-ay
not	/nnn/	-ot
moose	/mmm/	-oose
goose	/g/	-oose
home	/h/	-ome
hair	/h/	-air
bear	/b/	-ear
tail	/t/	-ail
fly	/fff/ /fl/	-y
grow	/g/ OR /gr/	-ow

STRATEGIES FOR SUPPORT

I-WE-YOU

I: My turn. Listen. (reread page saying and emphasizing the two rhyming words).

What word rhymes with _____?

(child responds)

WE: Say the rhyming words with me. _____, _____ (say the two rhyming words together)

YOU: Your turn. Say the rhyming words. (child says the two rhyming words)

PEER

	Technique	Description	Example
P	PROMPT	PROMPT THE CHILD TO SAY SOMETHING ABOUT THE BOOK	<i>WHAT KIND OF FOOD DOES THE MAIN CHARACTER ON THIS PAGE NOT LIKE?</i> (GREEN EGGS AND HAM)
E	EVALUATE	EVALUATE , OR AFFIRM, THE CHILD'S RESPONSE.	THAT'S RIGHT!
E	EXPAND	EXPAND ON THE CHILD'S RESPONSE BY ADDING INFORMATION.	HE DOES NOT LIKE GREEN EGGS AND HAM.
R	REPEAT	CHILD REPEATS EXPANDED PROMPT.	<i>CAN YOU SAY THAT?</i> (HE DOES NOT LIKE GREEN EGGS AND HAM.)

*Use **Evaluate**, **Expand**, **Repeat** in conversations with your child throughout the day! (Getting ready for school, meal time, taking a bath)*

Refer to the CROWD strategy for prompting ideas